

### 364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

### 468. SOCIAL STUDIES STANDARDS - GEOGRAPHY – MIDDLE GRADES, SECTION 469.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

### 469. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models.	i. Explain map essentials (scale, grid system). ii. Evaluate merits of using specific map projections. iii. Choose appropriate maps and graphics to answer specific questions about geographic issues.

	b. Develop and use different kinds of maps, globes, graphs, charts, databases, and models.	i. Develop, use, and explain thematic maps (population, patterns, and vegetation). ii. Develop the theme of region by drawing service boundary maps (school or city boundaries).
	c. Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.	i. Identify location of cultural hearths (Nile, Tigris-Euphrates, Huang Ho, and Indus). ii. Explain the role of major ocean currents in human settlement (North Atlantic current's influence on Western European settlement).
	d. Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.	i. Use mental maps to describe the locations of current events. ii. Compare student drawn sketch maps with atlas maps to determine accuracy of place, and location. iii. Prepare sketch maps of local community to illustrate selective themes.
	e. Analyze and explain human settlement as influenced by physical environment.	i. Analyze distribution maps to discover why people live where they do (resources, terrain, and climate). ii. Use dot distribution maps to determine the patterns of agricultural production. Draw conclusions about the reasons for the patterns based upon soil and climate.
	f. Explain patterns of land use in urban, suburban, and rural areas.	i. Analyze the consequences of urban expansion on rural communities. ii. Identify and compare land uses that are frequently near each other or apart (hotels and restaurants, schools and prisons).
	g. Explain ways places are connected and interdependent.	i. Develop timelines, maps, and graphs to show where students were born and have lived, recognizing relationships between places. ii. Develop a list of places in the world that Americans depend upon for imported resources and manufactured goods.
	h. Describe the patterns and processes of migration and diffusion.	i. Trace the spread of language, religion, and customs from one culture to another. ii. Trace global migration patterns of plants, animals, and cultural traits from point of origin to destination (speed and direction of and why).

02. Understand the human and physical characteristics of places and regions.	a. Analyze the physical characteristics of places.	<ul style="list-style-type: none"> <li>i. Use maps and other tools to identify and compare the physical characteristics of a place (soils, landforms).</li> <li>ii. Gather pictures of building styles that reflect the natural resources and hazards of particular regions.</li> <li>iii. Obtain old maps and photographs to gather information about physical changes (loss of forest cover, irrigated farmland) in your region over time.</li> </ul>
	b. Analyze the human characteristics of places.	<ul style="list-style-type: none"> <li>i. Use maps and other tools to identify and compare human characteristics of place (religion, language, politics, population, etc.).</li> <li>ii. Use maps to make inferences about the causes and effects of change over time (urban growth).</li> </ul>
	c. Identify and analyze how technology shapes the human and physical features of a place.	<ul style="list-style-type: none"> <li>i. Analyze effects of technology on places (railroads in the 19<sup>th</sup> century, irrigation in the Magic Valley).</li> <li>ii. Explain how isolated communities have been changed by technology (satellite dishes, Internet).</li> </ul>
	d. Identify the criteria used to define types of regions.	<ul style="list-style-type: none"> <li>i. List examples of spatial regions (hemispheres, continents).</li> <li>ii. Determine the relationships between physical and human characteristics of a region (Sunbelt's climate and destination for retired people).</li> <li>iii. Discuss the impact of regional labels such as Idaho "The Potato State."</li> </ul>
	e. Evaluate characteristics of places and regions from a variety of points of view.	<ul style="list-style-type: none"> <li>i. Role-play a local zoning controversy.</li> <li>ii. Develop a format for a talk radio show where people from various professions discuss the use of a region's resources.</li> </ul>
	f. Understand the effects of technology on cultural groups' perceptions of places and regions.	<ul style="list-style-type: none"> <li>i. Trace the growth of the Magic Valley by considering the impact of irrigation in this arid region.</li> <li>ii. Consider how technology has changed cultures (snowmobiles and the Inuit).</li> </ul>
	g. Explain how culture influences people's perceptions of places and regions.	<ul style="list-style-type: none"> <li>i. Give examples of how religions impact land use practices (Native American land use practices versus Christian concept of Manifest Destiny).</li> <li>ii. Evaluate examples of advertising designed to influence cultural attitudes (mountain landscapes/SUVs, luxury cars/golf).</li> <li>iii. Find examples of immigrant groups in the United States retaining customs of their home countries.</li> </ul>

03. Understand the physical processes that shape and change the patterns of the earth's surface.	a. Correlate physical geography and climatic conditions.	i. Build a three-dimensional climate map of a region relative to latitude, longitude, and altitude. ii. Create a plan for an expedition between two places, including mode of travel, appropriate clothing, and food necessities.
	b. Explain functions and dynamics of ecosystems.	i. Build a food chain diagram. ii. Identify changes in the local ecosystem resulting from human intervention (changing creek bed-route to accommodate population living space).
	c. Use physical processes to explain patterns in the physical environment.	i. Build a replica of the "Ring of Fire" that demonstrates the patterns of earthquake zones and volcanic activity. ii. Research animals of the Australian continent to show why their uniqueness is led by their physical location.
	d. Analyze physical patterns in terms of what created them.	i. Analyze climate graphs for selected places and suggest reasons for similarities and differences in climates. ii. Design a poster that compares two regions of the world that have similar physical features.
	e. Use knowledge of physical system changes such as seasons, climate, weather, and the water cycle to explain phenomena.	i. Research all aspects of a particular region (tropical rain forest, arid). Write a guidebook for a tourist in that area including animals, flora, and appropriate travel items. ii. Study the pros and cons of deforestation in Southeast Asia and South America and debate issues and solutions.
	f. Explain how an Earth-Sun relationship affect the earth's physical processes and creates physical patterns.	i. Use diagrams and maps to describe ways in which the sun's position with respect to the tilt of the earth affects seasons. ii. Explain the patterns of monsoon rainfall as a result of changing earth-sun relationships.
04. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the ways groups, societies, and cultures address human needs and concerns.	i. Role-play the processing of different immigrant groups through Ellis Island. Discuss cultural characteristics exhibited. ii. Plan a multicultural fair sharing food, games, and crafts from the many cultures of the local region.

	b. Explain migration streams over time.	i. Research the spread of the Inca Empire caused by the depletion of natural resources. ii. Compare the causes and effects of the movement of the Mongols across Asia into Europe in the 13 <sup>th</sup> century and Chinese workers into western North America in the second half of the 19 <sup>th</sup> century.
	c. Describe ways in which human migration influences character of a place.	i. Debate "European colonization in Africa" (apartheid South Africa). ii. Compile a series of photographs of buildings, structures, or statues that illustrate a cultural influence (mission style in California).
	d. Analyze the population characteristics of places to explain population patterns.	i. Create population pyramids for different countries and organize them according to similarities. ii. Use statistics to create population density maps for different countries or regions and suggest reasons for the population patterns evident on the maps.
	e. Describe the structure of different populations through the use of key demographic concepts.	i. Chart the life of a Mexican boy from his rural village to Mexico City in search of employment. ii. Trace the movement of immigrant groups to the United States since the end of the Vietnam conflict.
05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze the consequences of human changes to the physical environment.	i. Describe the environmental effects of human actions in the areas of ozone depletion, global warming, deforestation, reduction in bio-diversity, acid rain, water and air pollution, and development of wetlands. ii. Select a local river on which to construct a dam. List the changes that would result and discuss the consequences.
	b. Explain ways in which human-caused changes in the environment in one place can cause changes in other places.	i. Show how a factory's air emissions will impact downwind communities in the form of acid rain. ii. Explain the effect of agricultural pesticides used in Eastern Idaho on water in Snake River communities. iii. Explain how dams on the Columbia River system affect Idaho's Chinook Salmon ecosystem.

	c. Identify and analyze the role of technology in changing the physical environment.	i. Compare and contrast nuclear power plants and the waste storage issues with water generated systems like those of the Hell's Canyon Dam system. ii. Describe the use of modern tilling equipment and techniques in expanding agricultural production.
	d. Analyze ways in which humans respond to their physical environment.	i. Collect information and write vignettes about how peoples' lives have been influenced by environments like the Plateau of Tibet, Russia's Siberia, Alaska's Bush, Africa's Sahara, or Australia's Outback. ii. Compare population distribution maps to waterway locations. Give examples of what is taken into account when people decide where to live.
	e. Examine the effects of natural hazards on human systems.	i. Describe the effects of drought on populations in African nations like Sudan or Ethiopia. ii. Map natural hazards to their common locations. Chart loss of life, economic impact, social effects, and long-term influence. Include tornadoes, hurricanes, typhoons, tsunamis, earthquakes, and volcanoes.
	f. Analyze world patterns of resource distribution and use.	i. Map the world patterns of such resources as natural gas, petroleum, coal, gold, diamonds, silver, and copper. Compare the standard of living between countries that produce to those that consume. ii. Relate conflicts between regions and countries to competition for resources (the 1991 invasion of Kuwait by Iraq).
	g. Identify the role of technology in acquiring resources.	i. Research open-pit gold mining in the Owyhees. ii. Collect and display satellite images used to locate petroleum reserves.
	h. Develop plans for the management of resources.	i. Develop a personal plan to conserve water and to recycle trash. ii. Examine the development of alternative energy sources such as solar power.
06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Describe ways in which the spatial organization of society changes over time.	i. Map the movement of Americans west from the 1840s through the 1950s. ii. Interview members of your community who were not born in the United States and chart their origins.

	b. Assess the role that environmental perceptions play in past events.	i. Explain how differing perceptions of resources have stimulated competition for natural resources (the conflicts between the Nez Perce and the gold miners and settlers during the 19 <sup>th</sup> century). ii. Debate land use between cattlemen and sheepmen in the late 1800s.
	c. Analyze the effects of physical and human geographic factors on historic events.	i. Trace the human and physical conditions that led to the enslavement and forced movement of Africans to North and South America. ii. Examine the influence of the Irish potato famine on the movement of the Irish from their homeland.
	d. Describe physical features that have influenced historical events.	i. List, map, and discuss the locations of mountains that have isolated populations of people (the Basques in the Pyrenees). ii. List, map, and discuss the river valleys that have been significant in the location of civilizations (Nile, Tigris-Euphrates, Huang Ho, Indus, and Snake).
	e. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.	i. Create maps of the rain forests and speculate at the current rate of deforestation when they could disappear. Discuss consequences of loss. ii. Evaluate the geographic impact of using nuclear power as the major energy source in the 21 <sup>st</sup> century (Chernobyl).
	f. Integrate multiple points of view to analyze contemporary geographic issues.	i. Write dialogue for two people with different points of view on the same geographic issue (a wolf biologist who supports reintroduction and an elk hunter who sees it as a threat to herd populations). ii. Debate the use of Idaho's primitive area between a conservationist and a miner or logger.
	g. Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.	i. Analyze a geographic issue like removing the lower Snake River Dams in Washington State. Develop arguments for or against and recommend specific actions. ii. Describe the future organization of earth if present conditions of consumption and population growth continue.